

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one of languages in the world, so English occupies the highest position in the education. English plays a prominent role in the Indonesia educational system. It is second language that is learned and used extensively in addition to the mother tongues. English is very important for students in all level of education, because English is an International Language used by students to communicate with the other students and even with their English teacher. According to Baker and Westrup (2000: 2), English is also one of the most important international language. It gives access to information, for example, in the areas of business, finance, science, medicine and technology. Students who become fluent in English can have the opportunity to contribute to the development of their country.

In Indonesia, English is taught as a foreign language and its aim is to enable students to master the four skills, they are listening, speaking, reading and writing. Unfortunately, most teachers provide less portion of time for writing activity and they find some difficulties in teaching writing. These situations affect the students' writing ability. To solve this problem, teacher should be more creative in teaching writing and offer students with an interesting and useful strategy.

Writing is a communicative act, it is a way of sharing information, thoughts, experience, or ideas between the students and other. It means that the students need to say to others about things related to their selves, such as their

lives and their experiences. In relation to writing activity, both teachers and students have the same need to write. Writing is very important skill in language learning. According to Barker and Westrup (2000: 34), writing involves all aspects of language: grammar, vocabulary, word order, spelling and logical arrangement of ideas. Student often make mistakes when they start to write in sentence. So, students need to plan lessons or parts of lessons which progress in step-by-step way.

Writing activities can be used to help students reflect on explore ideas and concepts that they are reading thereby helping students to construct meaning. These activities are intended to be brief and can be assignment at any point during the class period. According to Lenski and Verbruggen (1951: 8), writing activities offer students not only the opportunity to showcase their knowledge, understanding and creativity but also a means through which they acquire knowledge, process and organize their thinking to find fill in holes in their understanding, and build their creative skill.

Writing is considered as one of difficult subjects. The students find difficulties not only in generating and organizing idea, but also in translating these ideas into readable text. According to Iskandarwassid and Sunendar (2008; 248), the activity of writing is a form of manifestation abilities and language skills most recently occupied by learning the language after listening skill, speaking, and reading. It is compared with the other three language skills, ability to write more difficult to control even by native speakers of the language in question though. So, we must master a variety of linguistic and beyond language elements itself which will be either the text.

The responsibility of teachers is how to motivate and support students developing their writing skill to write in English. Actually, there are many kinds of activities in using English in the classroom. Here, the researcher uses strategy to improving learners' skill in writing. The strategy is interactive Writing through active scaffolding. Interactive writing through active scaffolding is a form of shared writing or language experience lesson in which the teacher and students compose a story or text and share the pen in writing the words down on a chart or writing paper. Interactive writing provides scaffolding for young children moving from invented spelling into conventional spelling or to older students who are in need of skill and confidence building. It is especially appropriate for English language learners because providing an experience about which to write is the first step in interactive writing.

Based on the observation, the researcher found that in the eighth grade of MTs Muhammadiyah 2 Jenangan Ponorogo still found difficulties in writing. One of the difficulties faced by the students is in the developing of ideas. The idea is to provide all possible support for success as well as to verbalize the decisions to be made so that all students understand. Then allow the student to write the letter. According to Nunan (2003: 88), on the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling. Many students who is have ideas when is writing. But, they is not easy for the developing ideas them. Students spent a great deal of time in copying models rather than expressing their own ideas creatively. Writing was used to show that

students had mastered a particular grammatical rule rather than had a good ideas about the subject matter.

To solve this problem, the English teacher is demanded to have good strategies in teaching and learning of writing. Likewise at writing class, a good strategy is needed to motivate students' skill in writing. Interactive writing through active scaffolding is one of the strategies that can be used to solve the students' problem in learning writing. Interactive writing through active scaffolding is a device to help the students improving their competence. According to Sutarmi (2013: 4), scaffolding is the learning activities associated with the real world to achieve the goal through the use of simple language, the images shown by the teacher, of learning in a cooperative and prepare in advance by the teacher of learning tools. In this method, the teacher can use with a simple language, and students tell the experience them. So, they can write happily.

This thesis discusses about the implementation of interactive writing through active scaffolding to improve writing skill at the eighth grade of MTs Muhammadiyah 2 Jenangan Ponorogo in academic year 2015/2016.

1.2 Statement of The Problem

Based on the background of study above, the statement of problem as follows:

“How can Interactive Writing through Active Scaffolding improve students' writing skill at the eighth grade of MTs Muhammadiyah 2 Jenangan Ponorogo in academic year 2015/2016?”

1.3 Purpose of The Study

Based on the statement of problem above, the purpose of this research is:

“To find out how whether interactive writing through active scaffolding can improve students’ writing skill at the eighth grade of MTs Muhammadiyah 2 Jenangan Ponorogo in academic year 2015/2016”.

1.4 Importance of The Study

The researcher hopes this research will give a contribution to:

1) The English Teacher

This study can be an example for the teachers when their students find difficulties in learning writing, especially writing recount text. In this study, there are strategies that can be used when the students find difficulties in learning writing and how to overcome those problems.

2) The Students

The students are able to take much knowledge and experience about how the important of learning writing. Writing is not the difficult subject if the student can study hard and try to comprehend with their prior knowledge and always practice it both at school or at home.

3) The School

(1) The school can know the student’s ability in learning English especially on writing skill.

(2) The school will get a new strategy and method in teaching learning.

4) The Researcher

The researcher hopes this research will be useful as an experience and can implement the method in English

1.5 Scope and Limitation

To simplify this study the researcher gives scope and limitation as follows:

1) Scope

The scope of this research is method in teaching writing. Writing is one of four basic language skills that need interesting method to improve the students' ability especially in Junior High School.

2) Limitation

The limitation of this study is teaching writing by using interactive writing through active scaffolding to improve writing skill.

1.6 Definition of Key Terms

To make easier in understanding this research, the researcher defines the key terms as follows:

Writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. (Heaton, 1990: 135)

Interactive Writing is a form of shared writing or language experience lesson in which the teacher and students compose a story or text and share the pen in writing the words down on a chart or writing paper. Interactive writing provides scaffolding for young children moving from invented spelling into conventional

spelling or to older students who are in need of skill and confidence building. It is especially appropriate for English language learners because providing an experience about which to write is the first step in interactive writing. (Pinnel & McCarrier, 1994: 217)

Scaffolding is one such approach to teach writing skills as it builds students' writing skills gradually from simple to complex tasks, and helps students become better writers. (Krishnamurthi, 2009: 2)